

Common Criteria and Quality Indicators for Secondary Career Education Programs Evaluation and Program Improvement Tool

The Office of College and Career Readiness has developed the *Common Criteria and Quality Indicators for Secondary Career Education Programs*.

The six common criteria are:

- Criteria 1 – Programs of Study
- Criteria 2 – Curriculum
- Criteria 3 – Instruction
- Criteria 4 – Assessment
- Criteria 5 – Career and Technical Student Organizations
- Criteria 6 – Program Management and Planning

These criteria, along with the supporting quality indicators, are designed to provide guidance and direction to local school districts in establishing, maintaining and evaluating quality career education programs.

There are three sections to this document:

1. Each Criteria and Quality Indicator has a rubric that can be used as a guide for determining where a program stands with regard to each criteria and quality indicator.

Level Descriptions			
Level 4 Exemplary	Level 3 Operational Level of Development and Implementation	Level 2 Limited Development or Partial Implementation	Level 1 Little or No Development and Implementation

2. Appendix A lists suggested documentation for each of the quality indicators.
3. Appendix B is a sample program improvement template that can be used as a tool by local instructors after completing the rubric as a way of prioritizing improvement strategies.

For more information about the *Common Criteria and Quality Indicators for Secondary Career Education Programs*, contact the Missouri Department of Elementary and Secondary Education, Office of College and Career Readiness at 573-751-3500.

Program Area Being Evaluated:

- | | |
|--|--|
| <input type="checkbox"/> Agricultural Education
<input type="checkbox"/> Business Education
<input type="checkbox"/> Cooperative Education
<input type="checkbox"/> Family Consumer Sciences and Human Services
<input type="checkbox"/> Health Sciences: CIP Code _____
See page 314 of the Core Data Manual for the specific program CIP Code
<input type="checkbox"/> Marketing Education | <input type="checkbox"/> Project Lead the Way (PLTW) Biomedical
<input type="checkbox"/> Project Lead the Way (PLTW) Computer Science
<input type="checkbox"/> Project Lead the Way (PLTW) Engineering
<input type="checkbox"/> Skilled Technical Sciences: CIP Code _____
See page 329 of the Core Data Manual for the specific program CIP Code
<input type="checkbox"/> Technology and Engineering |
|--|--|

Building Name: _____

CRITERIA 1 – PROGRAMS OF STUDY

The district has implemented programs of study for each department-approved career education program offered which sequences academics and career education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential or entry into the workplace with a skill set conducive toward career advancement.

Quality Indicator 1 – Vertically aligned and incorporated secondary and postsecondary education elements.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	1.1
<p>At least 90% of the program of study is aligned with current secondary and postsecondary technical content standards.</p> <p>The program of study includes a sequence of 3 or more credits and requires concentrators to take advanced CTE credit to supplement their career focus.</p> <p>The program of study creates a career pathway to prepare students for the transition to postsecondary education.</p>	<p>At least 75% of the program of study is aligned with current secondary and postsecondary technical content standards.</p> <p>The program of study includes a sequence of 3 or more credits.</p> <p>The program of study addresses soft skills that employers desire of employees.</p>	<p>At least 40% of the program of study is aligned with current secondary and postsecondary technical content standards.</p> <p>The program of study includes a sequence of 2 to 2.5 credits.</p> <p>There is no evidence the program of study addresses the soft skills that employers desire of employees.</p>	<p>The program of study is not aligned with current secondary and postsecondary technical content standards.</p> <p>The program of study includes less than 2 credits.</p>	

Quality Indicator 2 – Horizontally aligned academic and career education content in a coordinated, non-duplicative progression of courses.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	1.2
<p>The program of study is fully aligned with Missouri's academic standards for literacy, mathematics and science.</p>	<p>At least 75% of the program of study is aligned with Missouri's academic standards for literacy, mathematics and science.</p>	<p>At least 40% of the program of study is aligned with Missouri's academic standards for literacy, mathematics and science.</p>	<p>The program is not aligned with Missouri's academic standards for literacy, mathematics and science.</p>	

Quality Indicator 3 – Students and parents/guardians are informed of the opportunities available to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits related to the career education program.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	1.3
<p>The CTE program is supported by articulation agreements with multiple postsecondary institutions (instate and outstate).</p> <p>Articulation/dual enrollment agreements are reviewed annually.</p> <p>Students are participating in articulation/dual enrollment as indicated in their Individual Career and Academic Plan (ICAP).</p>	<p>The CTE program is supported by articulation agreements with postsecondary institutions within a region of the state.</p> <p>Articulation/dual enrollment agreements are reviewed every two to three years.</p> <p>Students and parents/guardians are made aware of articulation/dual enrollment opportunities.</p>	<p>The CTE program is supported by an articulation agreement with a technical or community college.</p> <p>No evidence is found that articulation/dual enrollment agreements are reviewed at least every three to four years.</p> <p>Students and parents/guardians are not made aware of articulation/dual enrollment opportunities.</p>	<p>No articulation agreement exists for the CTE program.</p> <p>No dual enrollment policy is in effect for the CTE program.</p>	

Quality Indicator 4 – Leads to an industry-recognized certificate or credential at the secondary level, if applicable and/or leads to an industry-recognized certificate (IRC) or credential and/or dual credit at the postsecondary level.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	1.4
<p>District provides funding for industry-recognized certification exam fees and all students are required to take the exam.</p> <p>Pass rates on industry-recognized certification exams exceed 90%.</p>	<p>Students are required to take an industry-recognized certification exam.</p> <p>51 to 75% of students in program take a certification exam.</p> <p>Pass rates on certification exams are 76 to 90%.</p>	<p>The program offers one industry credential and encourages students to take the certification exam.</p> <p>26 to 50% of students in program take a certification exam.</p> <p>Pass rates on certification exams are 60 to 75%.</p>	<p>Less than 25% of students in the program take a certification exam.</p> <p>Pass rates on certification exams are below 60%.</p> <p>OR</p> <p>The industry does not have a secondary certificate or credential available.</p>	

CRITERIA 2 – CURRICULUM

The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership and personal learning.

Quality Indicator 1 – The written curriculum guide includes the required MSIP5 components (Instruction I-5 MSIP5 Process Standard), Career and Technical Student Organization (CTSO) leadership content and is aligned with appropriate state and national academic and technical standards.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	2.1
<p>The district has a rigorous, written career education curriculum for the program and/or course(s) that includes the required components and is aligned to the most recent version of Missouri’s learning standards and applicable industry standards.</p> <p>Essential content and skills that all students should know and be able to do, including CTSO leadership content, has been identified.</p> <p>Adequate instructional time is available to implement the written curriculum.</p> <p>The written, taught and assessed curriculum is the same.</p>	<p>The district has a rigorous, written career education curriculum for the program and/or course(s) that includes the required components and is aligned to the most recent version of Missouri’s learning standards and applicable industry standards.</p> <p>Essential content and skills that all students should know and be able to do, including CTSO leadership content, has been identified.</p> <p>Adequate instructional time is available to implement the written curriculum.</p>	<p>The district has a written curriculum for the program and/or course(s) that includes most of the required components and is aligned to the most recent version of Missouri’s learning standards and applicable industry standards.</p> <p>Essential content has been identified.</p>	<p>The district does not have a written career education curriculum containing the required components and that is aligned to the most recent version of Missouri’s learning standards and applicable industry standards.</p>	

Quality Indicator 2 – The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs and instructional technology.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	2.2
<p>Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district’s program evaluation plan.</p> <p>The curriculum is reviewed annually and revised to reflect changes occurring in industry, student needs and instructional technology.</p> <p>The district’s written curriculum development and revision processes include 7-14 vertical teams of instructional staff and administrators (including instructors of all student populations) who meet regularly to ensure articulation and vertical alignment.</p>	<p>Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district’s program evaluation plan.</p> <p>The curriculum is reviewed annually and revised to reflect changes occurring in industry, student needs and instructional technology.</p>	<p>Written procedures are in place and administrators ensure that some written curriculum is implemented and is a part of the district’s program evaluation plan.</p> <p>The curriculum is reviewed annually but there is no consistency or assurance that revisions reflect changes in industry, student needs and instructional technology.</p>	<p>Written procedures may be in place, but procedures to ensure that the written curriculum is implemented and is a part of the district’s program evaluation plan are not in place.</p> <p>The curriculum is not annually reviewed and revised to reflect changes occurring in industry, student needs and instructional technology.</p>	

CRITERIA 3 – INSTRUCTION

Written curriculum drives classroom instruction.

Quality Indicator 1 – Daily lesson plans and teaching calendars derived from the curriculum guide are used to direct the instructional process.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	3.1
<p>A defined process exists to systematically design lesson plans and teaching calendars based on curriculum guides.</p>	<p>Daily lesson plans and teaching calendars are clearly based on curriculum guides.</p>	<p>Most daily lesson plans and teaching calendars are based on curriculum guides.</p>	<p>Daily lesson plans and teaching calendars are not derived from curriculum guides.</p>	

Quality Indicator 2 – A variety of instructional methods and strategies are used to accommodate learning styles.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	3.2
<p>Instructional methods and strategies are consistently varied in lesson plans to accommodate learning styles.</p>	<p>Instructional methods and strategies are varied in most lesson plans to accommodate the learning styles of the majority of students.</p>	<p>Instructional methods and strategies are being added to existing lesson plans to accommodate learning styles.</p>	<p>Instructional methods and strategies are selected to meet the needs of the instructor rather than students and are not varied to accommodate learning styles.</p>	

Quality Indicator 3 – Effective research-based classroom management techniques facilitate instruction.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	3.3
A variety of classroom management techniques are consistently used and regularly evaluated.	A variety of classroom management techniques are consistently used.	Classroom management techniques are incorporated in a majority of lessons.	Classroom management techniques are not consistently used to facilitate instruction.	

Quality Indicator 4 – Program goals, measureable learner objectives, assessment methods and performance expectations are shared with students and parents/guardians prior to instruction.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	3.4
There is a process to systematically share information regarding objectives, assessment methods and performance expectations with students and parents/guardians prior to instruction.	Information regarding objectives, assessment methods and performance expectations is shared consistently with students and parents/guardians prior to instruction.	Information regarding objectives, assessment methods and performance expectations is shared only with students prior to instruction.	Information regarding objectives, assessment methods and performance expectations is not shared or shared inconsistently with students and parents/guardians prior to instruction.	

Quality Indicator 5 – School, community and industry resources are effectively used to achieve curricular and program goals.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	3.5
There is a process to continually identify, utilize and evaluate school and community resources which can be used to effectively achieve curricular and program goals.	An increasing number of school and community resources are used to effectively achieve curricular and program goals.	Several school and/or community resources are regularly used to effectively achieve curricular and program goals.	School and/or community resources are occasionally used to effectively achieve curricular and program goals.	

Quality Indicator 6 – Appropriate technology, equipment and instructional materials are utilized to support the curriculum and instructional process.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	3.6
<p>The annual plan for program evaluation specifies a process to systematically budget, purchase, maintain and evaluate the effectiveness of technology, equipment and instructional materials for achieving curriculum and instructional goals.</p> <p>The program uses appropriate, state of the art technology, equipment and instructional materials based on industry standards in every course.</p> <p>Students' ability to understand and use technology, equipment and instructional materials in the context of their occupational field is consistently assessed.</p>	<p>A variety of technology, equipment and instructional materials are available and utilized to support the curriculum and instructional process.</p> <p>The program uses appropriate technology, equipment and instructional materials in every course.</p> <p>Students' ability to understand and use technology, equipment and instructional materials in the context of their occupational field is assessed.</p>	<p>Limited technology, equipment and instructional materials are available to support the curriculum and instructional process.</p> <p>Technology, equipment and instructional materials are used in a limited way or are outdated.</p> <p>Students' ability to understand and use technology, equipment and instructional materials in the context of their occupational field is inconsistently assessed.</p>	<p>Technology, equipment and instructional materials are not available or are of poor quality to support the curriculum and instructional process.</p> <p>Students' ability to understand and use technology, equipment and instructional materials in the context of their occupational field is not assessed.</p>	

Quality Indicator 7 – Work-based learning supports program objectives, where appropriate.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	3.7
<p>Work-based learning opportunities include registered apprenticeships, internships, cooperative work experiences, mentorships, job shadowing and field trips.</p> <p>A formal internship training plan and the work-based learning opportunities are linked directly to school studies and learner outcomes.</p> <p>There is ongoing formal communication between the school and the business(es) providing the work-based learning to ensure quality experiences for students and employers.</p> <p>Students are required to complete school assignments related to the work-site activities, including maintaining daily logs of work-site activities, preparing weekly summaries, developing a portfolio, etc.</p> <p>A formal evaluation of the program and experience is completed by the student and employer.</p>	<p>Work-based learning opportunities include all from Level 4 with the exception of registered apprenticeships.</p> <p>There is a formal internship training plan for students and employers.</p> <p>The program actively solicits local businesses in the career area to provide work-based learning opportunities for students.</p> <p>A formal follow-up on work-based experience is done with employers and students.</p> <p>Students must evaluate and report on the experience.</p>	<p>Work-based learning opportunities include all from Level 4 with the exception of registered apprenticeships, internships and cooperative work experiences.</p> <p>The program does not actively solicit local businesses in the career area to provide work-based learning opportunities for students.</p> <p>Students may or may not have to evaluate or report on the experience.</p> <p>There is no evidence of a link between classroom assignments and work-based learning experiences.</p>	<p>No work-based learning opportunities are established.</p>	

Quality Indicator 8 – Cooperative education is guided by DESE policies for credit and supervised employment for approved high school cooperative education programs.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	3.8
Cooperative education is available and meets 100% of the standards described in DESE policies.	Cooperative education is available and meets at least 85% of the standards described in DESE policies.	Cooperative education is available and meets at least 70% of the standards described in DESE policies.	Cooperative education is available but meets less than 70% of the standards described in DESE policies or is not available.	

CRITERIA 4 – ASSESSMENT

A system is in place to measure student progress through appropriate assessments.

Quality Indicator 1 – Effective assessment practices are used to monitor student learning and adjust instruction.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	4.1
Effective assessment practices are used to diagnose student progress, revise instructional strategies and shared with students.	Effective assessment practices are used to report mastery of student achievement and results are shared with students.	Effective assessment practices exist and are not consistently utilized but are shared with students.	Effective assessment practices are used to report mastery of student achievement but results are not shared with students.	

Quality Indicator 2 – A learning management system exists for reporting student progress and classroom mastery of curriculum competencies.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	4.2
The learning management system data is used systematically to diagnose student progress and classroom mastery of curriculum competencies to revise instructional strategies.	The learning management system is used to report mastery of student achievement and results are shared with students.	The learning management system is used to report mastery of student achievement but results are not shared with students.	The learning management system exists but is not consistently utilized.	

Quality Indicator 3 – Technical skill attainment demonstrates knowledge and skill of the student and conveys proof of mastery to potential employers.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	4.3
<p>100% of student technical skill attainment scores are reported and reflect the quality standards described in DESE policies.</p> <p>District and/or high school provides funding for technical skill assessment/certification exam fees and all students are required to take the exam.</p> <p>Passing this technical skill assessment leads to state licensure or certification.</p> <p>Pass rates on technical skill assessments and/or certification exams exceed 90%.</p>	<p>100% of student technical skill assessment and/or industry certification exam scores are reported and reflect the quality standards described in DESE policies.</p> <p>Students are required to take a technical skill assessment/industry certification exam.</p> <p>Pass rates on technical skill assessments and/or certification exams are 75 to 89%.</p>	<p>50% of student technical skill assessment and/or industry certification exam scores are reported and reflect the quality standards described in DESE policies.</p> <p>Pass rates on technical skill assessments and/or certification exams are 63 to 75%.</p>	<p>Student technical skill attainment and/or industry certification exam scores are not reported or are reported at 65% but does not adhere to the quality standards described in DESE policies.</p> <p>The program does not pursue available industry credentialing.</p> <p>Pass rates on technical skill assessments and/or certification exams are below 63%.</p>	

CRITERIA 5 – CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

The appropriate CTSO is affiliated with the state and national organization and is an intra-curricular element of the program.

Quality Indicator 1 – The CTSO program of work is aligned with the CTSO's goals and objectives and is developed annually by students and instructors.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	5.1
The annual program of work is planned by chapter officers, instructor(s) and committee chairs with input from chapter members; is aligned with all of the goals and objectives; and is approved and implemented by all of the chapter members.	The annual program of work is planned by chapter officers, instructor(s) and committee chairs; is aligned with the majority of the goals and objectives; and is implemented by most of the chapter members.	The annual program of work is planned by the chapter officers and instructor(s), aligned with a limited number of the goals and objectives and has limited implementation.	The annual program of work has not been developed or is developed by the instructor(s), but is not aligned with the goals and objectives and is not implemented.	

Quality Indicator 2 – The CTSO program of work includes leadership skills, career competency, community service and school service.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	5.2
The program of work includes <u>all</u> of the following: leadership skills, career competency, community service and school service.	The program of work includes <u>three</u> of the four listed in Level 4.	The program of work includes <u>two</u> of the four listed in Level 4.	An annual program of work has not been developed or includes only one of the four listed in Level 4.	

Quality Indicator 3 – Curriculum goals and objectives are achieved through the integration of CTSO programs and activities.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	5.3
CTSO programs and activities are consistently included as an integral part of the instructional program.	CTSO programs and activities are included as part of the instructional program.	A very limited number of CTSO programs and activities are included as an integral part of the instructional program.	CTSO programs and activities are non-existent or are related to the program/course but take place outside of the program/courses.	

Quality Indicator 4 – All students enrolled have the opportunity to participate in CTSO activities.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	5.4
100% of the students enrolled in the program participate in local or above activities annually.	70 to 99% of the students enrolled in the program participate in local or above activities annually.	50 to 69% of the students enrolled in the program participate in local or above activities annually.	Less than 49% of the students enrolled in the program participate in local or above activities annually.	

Quality Indicator 5 – The local CTSO chapter is recognized for meeting state and/or national organization standards.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	5.5
The local CTSO chapter, advisor/adviser and/or members are recognized for participating in national organization programs and activities.	The local CTSO chapter, advisor/adviser and/or members are recognized for participating in state organization programs and activities.	The local CTSO chapter, advisor/adviser and/or members participate in programs and activities at the local level.	The local CTSO chapter is not recognized for meeting either state or national organization standards, but the advisor/adviser and/or members plan to participate in state/national organization programs and activities.	

CRITERIA 6 – PROGRAM MANAGEMENT AND PLANNING

A system of data collection and evaluation provides the information necessary for program review and management for continuous improvement so that students are prepared for postsecondary success leading to quality employment opportunities.

Quality Indicator 1 – The program has a written statement of educational mission, goals and objectives which is developed with input from the program advisory committee that includes parents/guardians, students, administration, community/business/industry representatives with a relevant background.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	6.1
The written statement includes an educational mission, goals and objectives and was developed with input from all four of the following: parents/guardians, students, administration and community/business/industry representatives.	The written statement includes an educational mission, goals and objectives and was developed with input from three of the sources listed in Level 4.	The written statement includes an educational mission, goals and objectives and was developed with input from at least one of the sources listed in Level 4.	The written statement does not include all three components or is non-existent.	

Quality Indicator 2 – There is a written plan to annually evaluate the continuous improvement of the effectiveness of the program to include, but not limited to, technical skill attainment results; student, graduate and employer (if applicable) feedback; and trended data, as applicable.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	6.2
The program’s improvement plan is specifically included in and is a priority in the district’s school improvement plan. The annual improvement plan includes all of the following: measurable objectives, established performance measures for each measurable objective, an acceptable level of performance determined for each measure, an established procedure for gathering, analyzing and reporting data relevant to each measure of performance and an established procedure and timeline for reporting the outcomes and implementing corrective actions.	The program’s improvement plan is specifically included in the district’s school improvement plan. The annual improvement plan includes four of the five components from Level 4.	The program’s improvement plan is generally included in the district’s school improvement plan. The annual improvement plan includes three of the five components from Level 4.	The program’s improvement plan is not included in the district’s school improvement plan.	

Quality Indicator 3 – An annual program budget is collaboratively developed by the instructor(s) and administrator(s) to provide adequate funding for professional development, Career and Technical Student Organization activities, equipment, maintenance, supplies and materials.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	6.3
A written annual program budget is collaboratively developed by the instructor(s) and administrator(s). It includes adequate funding for professional development, Career and Technical Student Organization, activities, equipment, maintenance, supplies and materials.	The written budget reflects collaborative development by the instructor(s) and administrator(s). Funding is insufficient for only one category from Level 4.	The written budget reflects some collaborative development by the instructor(s) and administrator(s). Funding is insufficient for two or more categories from Level 4.	No budget exists.	

Quality Indicator 4 – The qualified instructor participates in ongoing, high-quality, program specific professional development activities.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	6.4
The instructor actively participates and takes a leadership role in ongoing, high-quality, program specific professional development activities and maintains professional certification and education in the appropriate discipline.	The instructor actively participates in ongoing, high-quality, program specific professional development activities or maintains professional certification and education in the appropriate discipline.	The instructor participates in a limited number of ongoing, high-quality, program specific professional development activities and has no additional industry certifications.	The instructor participates in little or no professional development activities and does not maintain professional certification and education the appropriate discipline.	

Quality Indicator 5 – Written agreements (dual enrollment, articulation, internships, affiliation agreements, etc.) are developed, implemented and updated regularly.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	6.5
Written agreements for the program are developed, implemented and updated every three or fewer years. At least 50% of the program concentrators annually utilize dual enrollment, articulation, internships, etc.	Written agreements for the program are developed, implemented and updated five or fewer years. At least 25% of the program concentrators annually utilize dual enrollment, articulation, internships, etc.	Written agreements for the program of study are developed and implemented but not updated or reviewed. Less than 25% of the program concentrators annually utilize dual enrollment, articulation, internships, etc.	No written agreements for the program of study are developed, implemented and updated regularly.	

APPENDIX A**Suggested Documentation/Evidence for each Criteria and Quality Indicator**

The purpose of the suggested documentation/evidence is to provide a guide as to the types of information that one might assemble to document the level at which a program is meeting each quality indicator.

CRITERIA 1 – PROGRAMS OF STUDY

The district has implemented programs of study for each department-approved career education program offered which sequences academics and career education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential, or entry into the workplace with a skill set conducive toward career advancement.

1.1 Quality Indicator 1 – Vertically aligned and incorporated secondary and postsecondary education elements.

Suggested Documentation/Evidence:

1. Example of student's Individual Career and Academic Plan (ICAP) by career pathway
2. Sample postsecondary agreements/articulation/dual enrollment, etc.
3. See documentation for CTE Standard 2 Curriculum

1.2 Quality Indicator 2 – Horizontally aligned academic and career education content in a coordinated, non-duplicative progression of courses.

Suggested Documentation/Evidence:

1. See documentation for CTE Standard 2 Curriculum

1.3 Quality Indicator 3 – Students and parents/guardians are informed of the opportunities available to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits related to the career education program.

Suggested Documentation/Evidence:

1. Student and parent/guardian communication regarding articulation/dual enrollment agreements
2. See documentation for CTE Standard 2 Curriculum

1.4 Quality Indicator 4 – Leads to an industry-recognized certificate or credential at the secondary level, if applicable and/or lead to an industry-recognized certificate (IRC) or credential and/or dual credit at the postsecondary level.

Suggested documentation/evidence:

1. IRC data (student enrollment, program concentrators, number of students tested and number receiving certification or credential)

CRITERIA 2 – CURRICULUM

The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership and personal learning.

2.1 Quality Indicator 1 – The written curriculum guide includes the required MSIP5 components (Instruction I-5 MSIP5 Process Standard), Career and Technical Student Organization (CTSO) leadership content and is aligned with appropriate state and national academic and technical standards.

Suggested Documentation/Evidence:

1. Review of curriculum for the program indicates all required components are in place, the level of rigor for each measurable learning objective has been determined using DOK standards, essential content, skills, soft skills and CTSO leadership content are incorporated and easily identified
2. Complete the following chart for each course or program area. Please check the box next to Y (yes) or N (no) to specify if the indicator is or is not in place.
 - a. Y N A rationale which relates the general goals of each course and/or program area
 - b. Y N A general description of the content of each course and/or program
 - c. Y N General goals for graduates in each course and/or program area leads to college and career readiness
 - d. Y N Specific, measurable learner objectives for each course and/or program are aligned to the knowledge, skills and competencies students need to be

college and career ready

- e. Y N Curriculum includes CTSO leadership/workplace/soft skills
- f. Y N Alignment to the current Missouri Learning Standards, national standards associated with the course and/or program measurable learner objectives
- g. Y N Formative assessments aligned to the expected learner objectives
- h. Y N Summative assessments aligned to the expected learner objectives
- i. Y N Instructional activities aligned to expected learner objectives
- j. Y N Instructional strategies that differentiate for all learners including those with special needs, English language learners and gifted and talented students
- k. Y N Evidence that individual learner objectives have been articulated by course sequence and/or program
- l. Y N Adequate and appropriate resources aligned to learner objectives
- m. Y N Date of board review and approval for each curriculum guide

3. Please provide the number and an explanation for each item marked above with an “N”.

- 2.2 Quality Indicator 2** – The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs and instructional technology.
Suggested documentation/evidence:
- 1. Dates of review and review participants’ titles/positions (superintendent, business teacher, curriculum coordinator, etc.)

CRITERIA 3 – INSTRUCTION
Written curriculum drives classroom instruction.

- 3.1 Quality Indicator 1** – Daily lesson plans and teaching calendars derived from the curriculum guide are used to direct the instructional process.
Suggested Documentation/Evidence:
- 1. Documentation of curriculum guides, lesson plans and teaching calendar including evidence of lesson content, objectives, standards met and assessments
- 3.2 Quality Indicator 2** – A variety of instructional methods and strategies are used to accommodate learning styles.
Suggested Documentation/Evidence:
- 1. Documentation of lesson plans indicating instructional strategies and learner accommodations
 - 2. Classroom observation reports
- 3.3 Quality Indicator 3** – Effective research-based classroom management techniques facilitate instruction.
Suggested Documentation/Evidence:

1. List of current classroom management strategies used for the program as measured through the instructor evaluation instrument
2. Classroom observation reports

3.4 Quality Indicator 4 – Program goals, measurable learner objectives, assessment methods and performance expectations are defined and shared with students and parents/guardians prior to instruction.

Suggested Documentation/Evidence:

1. Student and parent/guardian communication

3.5 Quality Indicator 5 – School, community and industry resources are effectively used to achieve curricular and program goals.

Suggested Documentation/Evidence:

1. Stakeholder communication
2. List of program goals. Indicate whether goals were met or not met
3. List of school, community, industry resource partners

3.6 Quality Indicator 6 – Appropriate technology, equipment and instructional materials are utilized to support the curriculum and instructional process.

Suggested Documentation/Evidence:

1. A written annual plan of technology use
2. Current inventory of technology, equipment and instructional materials
3. Documentation of career-related technology usage

3.7 Quality Indicator 7 – Work-based learning supports program objectives, where appropriate.

Suggested Documentation/Evidence:

1. Documentation of work based learning policies, student learning expectations, student, school, and employer guidelines and expectations
2. Documentation of registered apprenticeships, internships, cooperative work experiences, mentorships, job shadowing and/or field trip agreements
3. Work logs detailing student experiences

Resources:

- Policies for Credit and Supervised Employment for Approved High School Cooperative Career Education Programs: https://dese.mo.gov/sites/default/files/bmit-bmit-policies-for-credit-supervised-employment-2013_0.pdf
- Cooperative Career Education: Curriculum Framework: <https://dese.mo.gov/sites/default/files/bmit-cce-handbook.pdf>

3.8 Quality Indicator 8 – Cooperative education is guided by DESE policies for credit and supervised employment for approved high school cooperative education programs.

Suggested Documentation/Evidence:

1. Complete the following chart for each course or program area. Please check the box next to Y (yes) or N (no) to specify if the indicator is or is not in place.
 - a. Y N Students enrolled in a DESE-approved career education program with classes which are concurrent with the off-campus experience. The related instruction may be less frequent than daily, but must comply with the approved program standards.
 - b. Y N One-half unit of credit per semester awarded for 10-19 hours weekly of off-campus experience, or one unit of credit per semester for 20 or more hours weekly of off-campus experience. No more than two units of credit may be awarded during any school year for the off-campus experience.
 - c. Y N The program is under the supervision of an instructor certificated in the career education program area and who has completed coursework in supervision of cooperative education.
 - d. Y N The instructor/coordinator's schedule includes 225 minutes per week for each 12-15 participating students for supervision of on-the-job training.
 - e. Y N The instructor employment contracts includes an additional week beyond regular instructor contracts for each 12 to 15 students to provide counseling, placement, scheduling and training station development.

- f. Y N There is a written instructional plan which sets forth specific learner objectives, an evaluation plan for student performance and a training agreement signed by all parties involved.
- g. Y N Evaluation of students on the job includes occupationally specific skills as well as attitudinal criteria.
- h. Y N Students may or may not receive pay. The employment relationship must be established for off-campus experience as part of Cooperative Career Education programs and must adhere to the Fair Labor Standards Act ([Fact Sheet #71](http://www.dol.gov/whd/regs/compliance/whdfs71.pdf) <http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>).
2. Course and/or program enrollment numbers, including current number of concentrators

CRITERIA 4 – ASSESSMENT

A system is in place to measure student progress through appropriate assessments.

- 4.1 Quality Indicator 1** – Effective assessment practices are used to monitor student learning and adjust instruction (Instruction I-2 MSIPV Process Standards).
Suggested Documentation/Evidence:
1. Examples of formative and summative assessments
 2. List of methods used to improve student performance
 3. Communication of assessment results shared with students and parents/guardians
- 4.2 Quality Indicator 2** – A learning management system exists for reporting student progress and classroom mastery of curriculum competencies.
Suggested Documentation/Evidence:
1. Program competency profiles
- 4.3 Quality Indicator 3** – Technical skill attainment demonstrates knowledge and skill of the student and conveys proof of mastery to potential employers.
Suggested Documentation/Evidence:
1. Copy of TSA scores reported
 2. Copy of concentrators enrolled

CRITERIA 5 – CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

The appropriate CTSO is affiliated with the state and national organization and is an intra-curricular element of the program.

- 5.1 Quality Indicator 1** – The CTSO program of work is aligned with the CTSO’s goals and objectives and is developed annually by students and instructors.
Suggested Documentation/Evidence:
1. Program of work and minutes indicating how it was developed
- 5.2 Quality Indicator 2** – The CTSO program of work includes leadership skills, career competency, community service and school service.
Suggested Documentation/Evidence:
1. Program of work aligning activities with the demonstration of leadership skills, career competency, community service and school service
- 5.3 Quality Indicator 3** – Curriculum goals and objectives are achieved through the integration of CTSO programs and activities.
Suggested Documentation/Evidence:
1. Lesson plans demonstrating the use of CTSO programs/activities to support course content competencies
- 5.4 Quality Indicator 4** – All students enrolled have the opportunity to participate in CTSO activities.
Suggested Documentation/Evidence:
1. Log of CTSO activities and student participation

2. Complete **CTSO MEMBERSHIP COMPARED TO PROGRAM ENROLLMENT** table below

CTSO MEMBERSHIP COMPARED TO PROGRAM ENROLLMENT

Enter unduplicated enrollment for grades 9-12 for the current semester for the approved career education program (only for the program area in which this form evaluates).

Enter the current CTSO membership and calculate the percentage by dividing membership by enrollment for each program area.

PROGRAM AREA	UNDUPLICATED ENROLLMENT	CTSO	MEMBERSHIP	PERCENTAGE
Agriculture Education		FFA		
Business Education		FBLA		
*Family Consumer Sciences & Human Services		FCCLA		
*Occupational FCS and Human Services		FCCLA		
Health Sciences		HOSA or SkillsUSA		
Skilled Technical Sciences		SkillsUSA		
Marketing and Cooperative Education		DECA		
PLTW – Engineering		SkillsUSA or TSA		
PLTW – Biomedical		HOSA or SkillsUSA		
Technology Education		TSA		

*For combined FCCLA chapters, separate occupational and comprehensive membership

5.5 Quality Indicator 5 – The local CTSO chapter is recognized for meeting state and/or national organization standards.

Suggested Documentation/Evidence:

1. List of regional, state and national recognitions

CRITERIA 6 – PROGRAM MANAGEMENT AND PLANNING

A system of data collection and evaluation provides the information necessary for program review and management for continuous improvement so that students are prepared for postsecondary success leading to quality employment opportunities.

6.1 Quality Indicator 1 – The program has a written statement of educational mission, goals and objectives which is developed with input from the program advisory committee that will include parents/guardians, students, administration and community/business/industry representatives with a relevant background.

Suggested Documentation/Evidence:

1. Copy of written statement of educational mission, goals and objectives
2. Student/District handbook
3. List of program advisory committee members, including their role on the committee
4. Copy of the most recent advisory committee meeting minutes

6.2 Quality Indicator 2 – There is a written plan to annually evaluate the continuous improvement of the effectiveness of the program to include, but not limited to, technical skill attainment results; students, graduate and employer (if applicable) feedback; and trended data, as applicable.

Suggested Documentation/Evidence:

1. Copy of program's written evaluation plan
2. Copy of district's school improvement plan which includes career education program improvements
3. List of program improvements from the past three years
4. Recommendations from third party accrediting bodies/regulatory agencies

6.3 Quality Indicator 3 – An annual program budget is collaboratively developed by the instructor(s) and administrator(s) to provide funding for professional development, Career and Technical Student Organization activities, equipment, maintenance, supplies and materials.

Suggested Documentation/Evidence:

1. Copy of written annual program budget
2. A description of how the budget was developed

6.4 Quality Indicator 4 – The qualified instructor participates in ongoing, high-quality, program specific professional development activities.

Suggested Documentation/Evidence:

1. List of professional development activities that the instructor has participated in during the past three school years
2. Copy of professional licensure/certification, as appropriate
3. Copy of transcripts
4. Professional development log

6.5 Quality Indicator 5 – Written agreements (dual enrollment, articulation, internships, etc.) are developed, implemented and updated regularly.

Suggested documentation/evidence:

1. On the lines below, provide the number of completers who participated in the available programs and courses in the last three years. Utilize dual enrollment, articulation, internships, etc. data:
 - a. _____ Number of Program Completers
 - b. _____ Number of Program Completers (a) that also participated in Dual Enrollment, Articulation, Internships, etc.
 - c. _____ Percent of Completers (b) divided by (a)

APPENDIX B

Common CTE Criteria and Quality Indicators Program Improvement Plan

Program: Date: _____

Instructor: _____

Standard # Indicator #	Specific Issue to be Addressed	Action Item	Target Date for Completion	Check when complete

SIGNATURES

Instructor: _____

Advisory Committee Chair: _____

School Administrator: _____